



Year 10
Mock Examination Booklet

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Key Contacts

If you are unsure about any aspect of the exams and preparing for them, you should discuss this with your teacher. Your parents can also get in contact with your teachers by e-mailing them.

The e-mail addresses below are for the Subject Leaders/ Teachers in charge of each subject:

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Mr Nash	Sociology	tnash@gillotts.org.uk

Year 10 End of Year Exam Timetable

	Monday 26 June (B Week)	Tuesday 27 June	Wednesda y 28 June	Thursday 29 June	Friday 30 June	Monday 3 July (A Week)	Tuesday 4 July	Wednesday 5 July	Thursday 6 July
8.45 Start	Religious Studies 1 hour 45 min	Physics Triple Science 1hr 45min Combined Science Physics 1hr 10min	Biology Triple Science 1hr 45min Combined Science Biology 1hr 10min	Maths Paper 2 (Calculator Exam) 1hr 30min	Art Exam (In Art Rooms) 1 hr	Music Exam 1hr (In Music Room) Food Tech Practical 3 hours	Chemistr y Triple Science 1hr 45min Combine d Science Chemistr y 1hr 10min	Geography (Physical) 1 hour	Resistant Materials 1 hour 30min Drama 45min
		BREAK	BREAK		BREAK	BREAK	BREAK	BREAK	BREAK
11:30 Start				French, German & Spanish Reading Exam 45min		Food Tech Practical (continued)			
	LUNCH	LUNCH	LUNCH		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.30 Start	Geograph y (Human) 1 hour	Maths Paper 1 (Non- Calculator Exam) 1 hr 30min	History (USA Paper) 1hr 20 min	Computing 1hr 30min Dance 1.5 hours PE 1hour		Maths Paper 3 (Calculator Exam) 1hr 30min	Sociology 1hr 30min	Combined Science 1hour	French, German & Spanish Writing Exam Higher 1hr 15min Foundation 1hr

Preparing for the Exams
Slides from the Year 11 assembly

Preparing for your Mock Exams
(30th Nov.-10th Dec.)

'I only know it because I've learnt it'

Mock Timetable

<u>Monday</u> <u>30 November</u> <u>6 week</u>	<u>Tuesday</u> <u>1 December</u>	<u>Wednesday</u> <u>2 December</u>	<u>Thursday</u> <u>3 December</u>	<u>Friday</u> <u>4 December</u>	<u>Monday</u> <u>7 December</u> <u>8 Week</u>	<u>Tuesday</u> <u>8 December</u>	<u>Wednesday</u> <u>9 December</u>	<u>Thursday</u> <u>10 December</u>
Religious Studies 1 hr 30min	Maths (Non-Calculator Paper) 1hr 45min	English Language 'The Silent Voices' 1hr 45min	Art - All Day in Art Rooms In Hall Food Technology 1hr 30min Resistant Materials 1hr 30min Computing 1 hour	Music 1hr 30min	Chemistry 1hour Science 1 hour	Maths (Calculator Paper) 1hr 45min	Business Studies 1hour	Physics 1hour
ORCAS	ORCAS	ORCAS	ORCAS	ORCAS	ORCAS	ORCAS	ORCAS	ORCAS
			Art - In Art Rooms	Spanish Listening 50min- Exam in MFL		German Listening 30min - Exam in MFL	German, Spanish & French Reading Exam 30min Foundation 30min Higher	French Listening 50min - Exam in MFL
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Physical Geography 1hour	Biology 1hour Additional Science 1 hour	Human Geography 1hour	Art - In Art Rooms		History 1hr 15min	Sociology 1hr 30min	English literature 'Understanding Prose' 1 hour	PE 1hr 30min Dance 1 hour

Where shall I start ?

There are four main stages to effective revision

1. Preparation
2. Planning your time
3. Actively revising
4. Final preparation

Stage 1: Preparation

This involves:

- Attendance at lessons during the year
- Completing class and homework to the best of your ability
- Organising your subject files

Stage 2: Planning your revision

Number of days until the first exam:

- ▶ 25 week days
- ▶ 5 Saturdays
- ▶ 5 Sundays

I will revise for:

- ▶ 2 hours on weekdays
- ▶ 2 hours on Sunday

Calculations:

- ▶ Weekdays: 25 (days) x 2: 50 hours
- ▶ Sundays: 5 (days) x 2: 10 hours

Total: 60 hours

Allocating time across subjects

You are taking 10 subjects

This works out at approximately 6 hours per subject

Total: 60 hours (6x10)

Allocating time across topics

Before constructing a timetable, you need to divide up this time between the various topics within each subject

You have allocated 5 hours to geography

You will have studied four topics

You therefore decide to divide up the 6 hours of revision allocated to geography as shown:

Coasts 1.5 hours

Restless Earth 1.5 hours

Tourism 1.5 hours

Population 1.5 hours

Constructing weekly timetables

- ▶ You can now construct weekly timetables
- ▶ You should follow one of two approaches here:
 - create timetables on a week-by-week basis
 - create all of the weekly timetables at the same time

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday	Total
Week 1 (20 th Oct.)	Maths (1 hour) Geography (1 hour)	English Lang. (1 hour) French (1 hour)	Science (1 hour) History (1 hour)	Maths (1 hour) English Lit. (1 hour)	RS (1 hour) PE (1 hour)	English Lang. (1 hour) Science (1 hour)	12 hours
Week 2 (2 nd Nov.)	Maths (1 hour) Geography (1 hour)	English Lang. (1 hour) French (1 hour)	Science (1 hour) History (1 hour)	Maths (1 hour) English Lit. (1 hour)	RS (1 hour) PE (1 hour)	English Lang. (1 hour) Science (1 hour)	12 hours
Week 3 (9 th Nov.)	Maths (1 hour) Geography (1 hour)	English Lang. (1 hour) French (1 hour)	Science (1 hour) History (1 hour)	Maths (1 hour) English Lit. (1 hour)	RS (1 hour) PE (1 hour)	English Lang. (1 hour) Science (1 hour)	12 hours
Week 4 (16 th Nov.)	Maths (1 hour) Geography (1 hour)	English Lang. (1 hour) French (1 hour)	Science (1 hour) History (1 hour)	Maths (1 hour) English Lit. (1 hour)	RS (1 hour) PE (1 hour)	English Lang. (1 hour) Science (1 hour)	12 hours

Stage 3: Actively revising

- ▶ Revision should take place somewhere quiet
- ▶ Learning is most effective when it is **active**
- ▶ There are a range of different strategies which you can use
- ▶ Revision notes
- ▶ Mind mapping
- ▶ Using mnemonics
- ▶ Revising with others
- ▶ Practising past questions

Revision notes

You should all produce your own set of revision notes

Revision cards

Summary notes

These should be used alongside other revision guides

Case study cards

Key word glossary

Mind maps

- ▶ These can be used to summaries complex text
 - ▶ You should start by highlighting key words and concepts in the text
1. A central title
 2. Divide the text into several sections
 3. Branching out
 4. Memorise summary maps
 5. Test yourself

Using Mnemonics

- ▶ A mnemonic is something that helps you to remember information

For example

Naughty

Elephants

Squirt

Water

Revise with others

- ▶ Organise to revise the same topics
- ▶ Test each other on your memory of summary sheets
- ▶ Jointly create mnemonics to help memorise concepts/ facts
- ▶ Split up a topic into short sections – study a section alone for a few minutes and then test each other
- ▶ Make a list of questions to ask each other
- ▶ Celebrate progress together

Exam technique

You need to know:

- The content of each paper
- Any initial structures or guidance
- The number of different sections
- How many questions you need to answer
- The types of questions asked
- Any topics/ questions that appear to crop up each year
- The marking scheme
- Commonly used command words (e.g. describe, explain, evaluate, assess)

You should:

- Practise writing exam answers under timed conditions (using/ not using notes)
- Prepare essay plans for all the past questions
- Make up your own questions and practise them

Stage 4: Final preparation

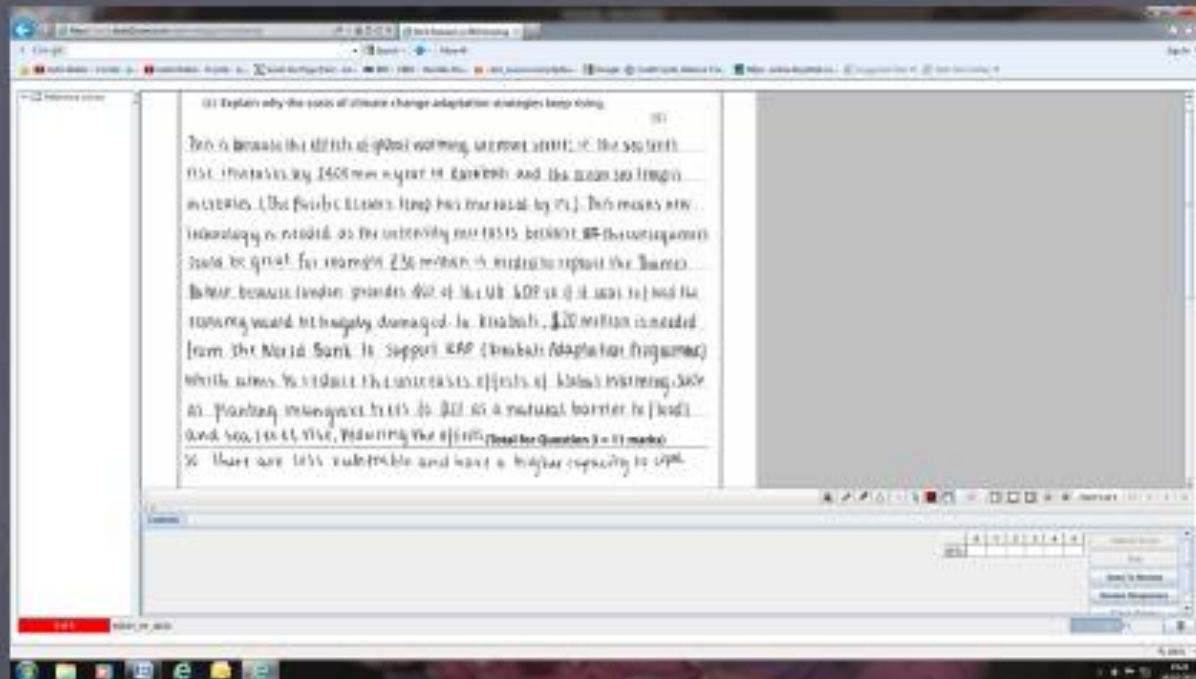
You should:

- get a good night's sleep...do not stay up all night revising
- Make sure that you have all the correct equipment for the exam
- Arrive at the exam venue at least 10 minutes early
- Listen to the instructions of the invigilator

You should:

- Divide your time up between the questions according to the marks available
- Use the number of marks for each question as a guide to the range and depth of your answer
- Answer the correct number of questions
- Answer every question required – do not leave any 'blanks'
- Use all the time – you do not lose marks for 'wrong' answers

What does the examiner see?



A final reminder

'The harder I work the luckier I get'

Blank Revision Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							

**What will be examined
in each subject?**

Art & Design

Unit 1 – Developing a Portfolio/Body of Work – Project 2 (Still Life)

Whilst the Year 10 Exam is a period of time working towards a final piece, it is the culmination of students' work from May 2015 in relation to the theme 'Identity' and encompasses the following areas or Assessment Objectives:

Paper Length - 5 hours

Topic	Theme	Contents	Details
UNIT	'Identity'	AO1	Develop ideas through investigations, demonstrating critical understanding of sources
			AO1 is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and studies related to the work of other artists, designers and craftspeople. Students need to analyse and understand these contextual sources, and develop their ideas in a personal way.
		AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
			Assessment Objective 2 is about refining ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes. There are various ways of using these to develop ideas and create a personal response.
		AO3	Record ideas, observations and insights relevant to intentions as work progresses
			Assessment Objective 3 is about recording ideas, observations and insights, which can be in visual, written and other forms. Students should work from a range of experiences and stimulus materials, as each of these could lead to different ways of developing their ideas. They should reflect upon your work, and consider what they have achieved at each stage and what they will do next.
		AO4	Present a personal and meaningful response that realises intentions and demonstrate understanding of visual language
			Assessment Objective 4 is about presenting a personal, informed and meaningful response, from students' initial research through to their final piece (to be completed in the allotted 5 hour). Students must demonstrate analytical and critical understanding as they respond to their theme.

Computing

Paper Length - 1 hour 30 minutes

Topics which will be covered	Details
Definitions	<ul style="list-style-type: none"> a. A compiled programme language b. An interpreted programming language c. RAM and ROM d. Network Topologies e. Algorithms f. Cloud Computing g. System Security h. Cache, Cores, Clock Speed i. CPU j. Embedded System
CPU	Fetch Execute Cycle
System Security	Methods of securing data Errors that could occur if system isn't secure
Storage	Secondary Storage - common methods, characteristics of devices
Networks	Packets and what they are Steps in sending a document across a network Star Topology LAN and WAN Protocols Layers
Fragmentation	Fragmentation and Defragmentation
Cloud Computing	Advantages and Disadvantages of saving onto the cloud
Legislation	Data Protection Act (1998) Computer Misuse Act (1990) Copyright, Design and Patents Act (1988)
Smart Phone Technology	stakeholders technology ethical issues environmental issues

Dance

Paper length 1.5 hours

Year 10 Professional Works - Revision Checklist

Emancipation of Expressionism	A Linha Curva	Artificial Things
Remembering Key facts	Remembering Key facts	Remembering Key facts
First performed	First performed	First performed
Costume designer	Costume designer	Costume designer
Lighting designer	Lighting designer	Lighting designer
Set designer	Set designer	Set designer
Staging and type of set	Staging and type of set	Staging and type of set
Composer	Composer	Composer
Choreographic Intention	Choreographic Intention	Choreographic Intention
Stimulus	Stimulus	Stimulus
Choreographic Approach	Choreographic Approach	Choreographic Approach
List the dance styles used in both works	List the dance styles used in both works	List the dance styles used in both works
List features of the dance style	List features of the dance style	List features of the dance style
Size of cast in each work	Size of cast in each work	Size of cast in each work
Gender of cast	Gender of cast	Gender of cast
Choreographic Content	Choreographic Content	Choreographic Content
Describe one solo motif using actions, dynamics, space.	Describe one solo motif using actions, dynamics, space.	Describe one solo motif using actions, dynamics, space.
Describe one group motif using actions, dynamics, space and relationships.	Describe one group motif using actions, dynamics, space and relationships.	Describe one group motif using actions, dynamics, space and relationships.

Link the stimulus to motif descriptions.	Link the stimulus to motif descriptions.	Link the stimulus to motif descriptions.
Link choreographic intention motif descriptions.	Link choreographic intention motif descriptions.	Link choreographic intention motif descriptions.
Link to choreographic approach to motif descriptions.	Link to choreographic approach to motif descriptions.	Link to choreographic approach to motif descriptions.
Structure and devices	Structure and devices	Structure and devices
Name the type of structure used.	Name the type of structure used.	Name the type of structure used.
Name the sections in Emancipation of Expressionism	Describe the difference between the ensemble and narrative sections	Describe the sections
Name two ways Motif development is used and the effect of it.	Name two ways Motif development is used and the effect of it.	Name two ways Motif development is used and the effect of it.
Describe a climax moment using a/s/d/r.	Describe a climax moment using a/s/d/r.	Describe a climax moment using a/s/d/r.
Identify where unison is used and the effect.	Identify where unison is used and the effect.	Identify where unison is used and the effect.
Identify where canon is used and the effect.	Identify where canon is used and the effect.	Identify where canon is used and the effect.
Identify where contact is used and the effect.	Identify where Accumulation is used and the effect.	Identify where contact is used and the effect.
Costume	Costume	Costume
Describe the costume	Describe the costume	Describe the costume
Explain 6 different contributions/effects of costume	Explain 6 different contributions/effects of costume	Explain 6 different contributions/effects of costume
Explain how the costume supports the choreographic Intention	Explain how the costume supports the choreographic Intention	Explain how the costume supports the choreographic Intention
Explain how the costume supports the stimulus.	Explain how the costume supports the stimulus.	Explain how the costume supports the stimulus.
Set	Set	Set
Describe the features of set design	Describe the features of set design	Describe the features of set design
Explain the effectiveness of the stage design	Explain the effectiveness of the stage design	Explain the effectiveness of the stage design
Lighting	Lighting	Lighting

Describe 2 lighting states in Emancipation of Expressionism.	Describe 2 lighting states in A Linha Curva	Describe 2 lighting states in Artificial Things.
Explain 6 different contributions /effects of lighting design.	Explain 6 different contributions /effects of lighting design.	Explain 6 different contributions /effects of lighting design.
Explain how the lighting supports the choreographic Intention	Explain how the lighting supports the choreographic Intention	Explain how the lighting supports the choreographic Intention
Explain how the Lighting supports the stimulus.	Explain how the Lighting supports the stimulus.	Explain how the Lighting supports the stimulus.
Aural setting	Aural setting	Aural setting
Name the accompaniment used.	Name the accompaniment used.	Name the accompaniment used.
Describe the aural setting in 2 sections of E of E.	Describe the aural setting in 1 sections of A Linha Curva	Describe the aural setting in 1 section of Artificial Things.

Your own performance or choreography

Physical skills Definitions of physical skills in dance	Where are they used in the set dance?	Can you give an exercise that could help improve them?
Technical Skills Action Dynamics Space Relationships	Creating a motif based on a stimulus	How could you develop/vary or change the motif?

Drama

Paper Length - 45 minutes

Section A: Practical work completed during the course

This section of the exam is assessing the following objectives.

AO1: "Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas"

AO3: "Analyse and evaluate their own work and that of others using appropriate terminology"

You need to write about a piece of practical work you have completed. This could be scripted or non-scripted, BUT you must write about the same piece in each answer.

Question 01 (AO1)

This question is the same every year. It asks you to *DESCRIBE* and *STATE* your piece. The answer can be learnt by heart and there is no excuse for getting anything less than 8/10!

Your answer to this question sets the scene for the remaining questions in section A and give them examiner the context.

You need to be able to explain;

What your piece is about (including the title, playwright or if it was devised)

The style (of performance)

The genre (of the piece)

The target audience

The time period

The performance space (the place you performed, NOT the place your play is set)

Any design elements (set, costumes and props)

Any technical elements (Sound, lights and special effects)

Your contribution. (*ALWAYS* as an actor. Briefly explain the age and status of your character)

Question 02 (AO1)

This question asks you to *EXPLAIN* an element of your rehearsal process. It has a different focus each year but may include;

Initial ideas

Characterisation

How you developed understanding of a role

It will ask you to give *SPECIFIC* examples. (It will tell you how many)

Be as precise as you can. Talk about what you did in rehearsals and what you learnt from this. Then how you used this knowledge in the development of your piece

Question 03 (AO3)

This question asks you to *ANALYSE* and *EVALUATE* a part of your rehearsal process. Again, it has a different focus each year, but may include;
Characterisation
Overcoming problems, (Please note: Line learning, or not turning up to rehearsals is NEVER an appropriate thing to discuss in the exam!)
Team work
Staging choices
Changes you made.

It will ask you to give SPECIFIC examples. (It will tell you how many)

Make sure you justify every point that you make, and ALWAYS talk about how successful a strategy/technique/idea was in reaching the purpose you used it for.

Question 04 (AO3)

This question asks you to *ANALYSE* and *EVALUATE* an aspect of your final performance. The focus changes but it could include;
How well you achieved your aims.
How well you personally showed characterisation.
How well the group showed good dynamics
How well the piece achieved the purpose you had intended for it.

It will ask you to give SPECIFIC examples. (It will tell you how many) Remember that you need to *JUDGE* and *JUSTIFY*. Never make a statement without backing it up.

TOP TIPS

You will get no marks for telling the story.

The examiner will not be impressed if you use the exam as a chance to rant about how hard you worked compared to everyone else.

Complaints about people not turning up to rehearsals /not knowing their lines are never appropriate in an exam!

Back up everything you say.

Each question is worth 10 marks. Get 01 out of the way (with your learnt answer) then spend equal time on the rest.

Where to get help.

Resources will be shared with you on google classroom.

If you have been keeping good lesson diaries then here is when they come in helpful. (See that homework I've been setting you isn't a waste of time!)

I am happy to mark practice questions if you send them to me.

Food Preparation & Nutrition

Paper Length - 1 hour 30 minutes

Topics which will be covered	Details
<p>Task 2 : Non- Examination Assessment (NEA)</p>	<p>Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the task below:</p> <p>'Plan, prepare, cook and present a range of dishes using a variety of skills which are a good source of LBV and HBV for a young adult.'</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.</p> <p>Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>
<p>What should be evidenced</p>	<ol style="list-style-type: none"> a. Analysis of the task. b. Research into keywords. c. 12 possible dishes which will be suitable for a young adult. d. 3 chosen dishes and reasons for choice. e. Presentation of 3 dishes, after a 3 hour cooking practical. Each dish should contain an HBV and an LBV protein source. f. High level skills e.g. sauce making, breadmaking, cooking with meat, pastry making etc. g. Evaluation of the 3 chosen dishes after the practical.

Geography

Paper 1 - Physical Geography
Paper Length - 1.5 hours

Topics: Living with the Physical Environment and Challenges in the Human Environment

The challenge of natural hazards		Hot deserts	Environmental characteristics of hot deserts
Natural Hazards	What are natural hazards?		Opportunities for development in hot deserts
Tectonic hazards	Distribution of Earthquakes and volcanoes		Challenges for development in hot deserts
	Physical processes at plate margins		Causes of desertification in hot deserts
	The effects of earthquakes		Reducing desertification in hot deserts
	Responses to earthquakes	Challenges in the human environment	
	Living with the risk from tectonic hazards	The urban world	An increasingly urban world
	Reducing the risk from tectonic hazards		The emergence of megacities
Weather hazards	Global atmospheric circulation		Introducing Rio de Janeiro
	Where and how are tropical storms formed?		Social challenges in Rio
	The structure and features of tropical storms		Economic challenges in Rio
	Weather hazards in the UK		Improving Rio's environment
	The Somerset Levels floods 2014		Managing the growth of squatter settlements
	Extreme weather in the UK		Planning for Rio's urban poor

The living world		Urban change in the UK	Where do people live in the UK
Ecosystems	Introducing a small scale ecosystem		case studies; Miss Stepney's group - Bristol
	How does change affect ecosystems?		Case studies; Mrs Lowe's group - London
	Introducing global ecosystems	Sustainable urban development	planning for urban sustainability
Tropical rainforests	Environmental characteristics of rainforests		Sustainable living in Freiburg
	Causes of deforestation in Malaysia		Sustainable traffic management strategies
	Impacts of deforestation in Malaysia		
	Managing tropical rainforests		
	Sustainable management of tropical rainforests		

History

Paper Length - 1 hour 20 minutes

Modern Depth Study - The USA 1954-75: conflict at home and abroad

Key topic 1: The development of the civil rights movement, 1954–60

Topics	Details
1. The position of black Americans in the early 1950s	<ul style="list-style-type: none">· Segregation, discrimination and voting rights in the Southern states.· The work of civil rights organisations, including the NAACP and CORE.
2. Progress in education	<ul style="list-style-type: none">· The key features of the Brown v. Topeka case (1954).· The immediate and long-term significance of the case.· The significance of the events at Little Rock High School, 1957.
3. The Montgomery Bus Boycott and its impact, 1955–60	<ul style="list-style-type: none">· Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks.· Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act 1957.· The significance of the leadership of Martin Luther King. The setting up of the SCLC.
4. Opposition to the civil rights movement	<ul style="list-style-type: none">· The Ku Klux Klan and violence, including the murder of Emmet Till in 1955.· Opposition to desegregation in the South. The setting up of White Citizens' Councils.· Congress and the 'Dixiecrats'.

Key topic 2: Protest, progress and radicalism, 1960–75

Topics	Details
1. Progress, 1960–62	<ul style="list-style-type: none">• The significance of Greensboro and the sit-in movement.• The Freedom Riders. Ku Klux Klan violence and the Anniston bomb.• The James Meredith case, 1962.
2. Peaceful protests and their impact, 1963–65	<ul style="list-style-type: none">• King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom summer and the Mississippi murders.• The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act 1964.• Selma and the Voting Rights Act 1965.
3. Malcolm X and Black Power, 1963–70	<ul style="list-style-type: none">• Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination.• Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics.• The methods and achievements of the Black Panther movement.
4. The civil rights movement, 1965–75	<ul style="list-style-type: none">• The riots of 1965–67 and the Kerner Report, 1968.• King's campaign in the North. The assassination of Martin Luther King and its impact.• The extent of progress in civil rights by 1975.

Key topic 3: US involvement in the Vietnam War, 1954–75

Topics	Details
1. Reasons for US involvement in the conflict in Vietnam, 1954–63	<ul style="list-style-type: none">· The battle of Dien Bien Phu and the end of French rule in Vietnam.· Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government.· Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program.
2. Escalation of the conflict under Johnson	<ul style="list-style-type: none">· The increasing threat of the Vietcong.· The Gulf of Tonkin incident, 1964, and increased US involvement in Vietnam.
3. The nature of the conflict in Vietnam, 1964–68	<ul style="list-style-type: none">· The guerrilla tactics used by the Vietcong.· The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons.· The key features and significance of the Tet Offensive, 1968.
4. Changes under Nixon, 1969–73	<ul style="list-style-type: none">· The key features of Vietnamisation. Reasons for its failure.· The Nixon Doctrine and the withdrawal of US troops.· Attacks on Cambodia, 1970, and Laos, 1971, and the bombing of North Vietnam, 1972.

Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964–75

Topics	Details
1. Opposition to the war	<ul style="list-style-type: none">· Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system.· Public reaction to the My Lai Massacre, 1968. The trial of Lt. Calley.· The Kent State University shootings, 1970.
2. Support for the war	<ul style="list-style-type: none">· Reasons for support for the war, including the fear of communism.· The 'hard hats' and the 'silent majority'.
3. The peace process and end of the war	<ul style="list-style-type: none">· Reasons for, and features of, the peace negotiations, 1972–73.· The significance of the Paris Peace Agreement 1973.· The economic and human costs of the war for the USA.
4. Reasons for the failure of the USA in Vietnam	<ul style="list-style-type: none">· The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail.· The weaknesses of the US armed forces. The failure of US tactics.· The impact of opposition to the war in the USA.

Modern Foreign Languages

(French, German or Spanish)

Paper Length

Listening: 35 (F)/45 (H) minutes

Speaking: 5 minutes preparation, 5 minutes exam

Reading: 45 (F)/60 (H) minutes

Writing: 60 (F)/75 (H) minutes

Topics which will be covered

Students will complete a past paper in all 4 skill areas - listening, speaking, reading and writing. (Foundation/Higher tier).

NB: The speaking exam will take place outside the examination period - please speak to your teacher to get the dates. The listening exam will take place in class.

This could contain any topic that we have covered so far this year - please speak to your class teacher to double check.

All vocabulary for the Foundation or Higher paper which could come up is on Vocab Express & Active Learn. All have log ins.

Students must also be using the AQA GCSE revision guides and workbooks regularly as they contain graded practice questions and key language from the syllabus. Vocab express and Active Learn will also support revision.

Mathematics

Edexcel GCSE Maths Exam Topic List ; Grades 1-3 Foundation Only, Grades 4-5 are on both Foundation and Higher, Grades 6-9 Higher paper only. There are three papers, each 1.5 hours in length. Paper 1 is non calculator and papers 2 and 3 are calculator.

Grade I			
Place Value	1	Simple Geometric Definitions	9
Ordering Integers	2	Polygons	10
Ordering Decimals	3	Symmetries	11
Reading Scales	4	Tessellations and Congruent Shapes	12
Simple Mathematical Notation	5	Names of Angles	13
Interpreting Real-Life Tables	6	The Probability Scale	14
Introduction to Algebraic Conventions	7	Tally Charts, Bar Charts and Pictograms	15/16
Coordinates	8		
Simple Geometric Definitions	9		

Grade 2

Adding Integers and Decimals	17	Simplifying - Division	35	Area of a Rectangle	53
Subtracting Integers and Decimals	18	Function Machines	36	Translations	50
Multiplying Integers	19	Generating a Sequence - Term to Term	37	Plans and Elevations	51
Dividing Integers	20	Introduction to Ratio	38	Perimeters	52
Inverse Operations	21	Using Ratio for Recipe Equations	39	Area of a Rectangle	53
Money Questions	22	Introduction to Percentages	40	Area of a Triangle	54
Negatives in Real Life	23	Value for Money	41	Area of a Parallelogram	55
Introduction to Fractions	24	Introduction to Proportion	42	Area of a Trapezium	56
Equivalent Fractions	25	Properties of Solids	43	Frequency Trees	57
Simplifying Fractions	26	Nets	44	Listing Outcomes	58
Half-Way Values	27	Angles on a Line and at a Point	45	Calculating Probabilities	59
Factors, Multiples, and Primes	28	Measuring and Drawing Angles	46	Mutually Exclusive Events	60
Introduction to Powers/Indices	29	Drawing a Triangle Using a Protractor	47	Two-Way Tables	61
Multiply and Divide by Powers of 10	30	Reflections	48	Averages and the Range	62

Rounding to the Nearest 10, 100 etc.	31	Rotations	49	Data – Discreet and Continuous	63
Rounding to Decimal Places	32	Translations	50	Vertical Line Charts	64
Simplifying - Addition and Subtraction	33	Plans and Elevations	51	Frequency Tables and Diagrams	65
Simplifying - Multiplication	34	Perimeters	52		

Grade 3

Multiplying Decimals	66	Change to a Percentage (Calc)	88	Reverse Percentage Problems	110
Dividing Decimals	67	Change to a Percentage (Non Calc)	89	Simple Interest	111
Four Rules of Negatives	68	Rounding to Significant Figures	90	Metric Conversions	112
Listing Strategies	69	Estimating Answers	91	Problems on Coordinate Axes	113
Comparing Fractions	70	Using Place Value	92	Surface Area of a Prism	114
Adding and Subtracting Fractions	71	Expanding Brackets	93	Volume of a Cuboid	115
Finding a Fraction of an Amount	72	Simple Factorisation	94	Circle Definitions	116
Multiplying Fractions	73	Substitution	95	Area of a Circle	117
Dividing Fractions	74	Straight Line Graphs	96	Circumference of a Circle	118
BODMAS/BIDMAS	75	The Gradient of a Line	97	Volume of a Prism	119
Reciprocals	76	Drawing Quadratic Graphs	98	Angles and Parallel Lines	120
Calculator Questions	77	Sketching Functions	99	Angles in a Triangle	121
Product of Primes	78	Solving Equations Using Flowcharts	100	Properties of Special Triangles	122
Highest Common Factor (HCF)	79	Subject of a Formula Using Flowcharts	101	Angle Sum of Polygons	123
Lowest Common Multiple (LCM)	80	Generate a Sequence from nth Term	102	Bearings	124
Squares, Cubes and Roots	81	Finding the nth Term	103	Experimental Probabilities	125

Working with Indices	82	Special Sequences	104	Possibility Spaces	126
Standard Form	83	Exchanging Money	105	Venn Diagrams	127
Decimals and Fractions	84	Sharing Using Ratio	106	Pie Charts	128
Fractions, Percentages, Decimals	85	Ratios, Fractions and Graphs	107	Scatter Diagrams	129
Percentage of an Amount (Calc)	86	Increase/Decrease by a Percentage	108	Averages From a Table	130
Percentage of an Amount (Non Calc)	87	Percentage Change	109		

Grade 4

Index Notation	131	Distance-Time Graphs	143
Introduction to Bounds	132	Similar Shapes	144
Midpoint of a Line on a Graph	133	Bisecting an Angle	145
Expanding and Simplifying Brackets	134	Constructing Perpendiculars	146
Solving Equations	135	Drawing a Triangle Using Compasses	147
Rearranging Simple Formulae	136	Enlargements	148
Forming Formulae and Equations	137	Tangents, Arcs, Sectors and Segments	149
Inequalities on Number Line	138	Pythagoras' Theorem	150
Solving Linear Inequalities	139	Simple Tree Diagrams	151
Simultaneous Equations Graphically	140	Sampling Populations	152
Fibonacci Sequences	141	Time Series	153
Compound Units	142		

Grade 5

Negative Indices	154	Congruent Triangles	166
Error Intervals	155	Sectors of a Circle	167
Mathematical Reasoning	156	Trigonometry	168
Factorising and Solving Quadratics	157	Spheres	169
The Difference of Two Squares	158	Pyramids	170
Finding the Equation of a Straight Line	159	Cones	171
Roots and Turning Points of Quadratics	160	Frustrums	172
Cubic and Reciprocal Graphs	161	Exact Trigonometric Values	173
Simultaneous Equations Algebraically	162	Introduction to Vectors	174
Geometric Possessions	163	Harder Tree Diagrams	175
Compound Interest and Depreciation	164	Stratified Sampling	176
Loci	165		

Grade 6	
Recurring Decimals to Fractions	177
Product of Three Binomials	178
Iteration – Trial and Improvement	179
Iterative Processes	180
Enlargement – Negative Scale Factor	181
Combinations of Transformations	182
Circle Theorems	183
Proof of Circle Theorems	184
Probability Using Venn Diagrams	185
Cumulative Frequency	186
Boxplots	187

Grade 7

Fractional Indices	188	Equation of a Circle	197
Recurring Decimals – Proof	189	Regions	198
Rearranging Difficult Formulae	190	Direct and Inverse Proportion	199
Solving Quadratics with the Formula	191	Similarity – Area and Volume	200
Factorising Hard Quadratics	192	The Sine Rule	201
Algebraic Proof	193	The Cosine Rule	202
Exponential Functions	194	Area of a Triangle Using Sine	203
Trigonometric Graphs	195	And and Or Probability Questions	204
Transformation of Functions	196	Histograms	205

Grade 8 and 9

Upper and Lower Bounds	206	Finding the nth Term of a Quadratic	213
Surds	207	Inverse Functions	214
Perpendicular Lines	208	Composite Functions	215
Completing the Square	209	Velocity Time Graphs	216
Algebraic Fractions	210	Pythagoras in 3D	217
Simultaneous Eqns with a Quadratic	211	Trigonometry in 3D	218
Solving Quadratic Inequalities	212	Vectors	219

Music

Paper Length – 1 hour 30 minutes

Topics which will be covered

Area of Study 1 - Instrumental Music 1700-1820

Bach: Brandenburg Concerto No. 5 in D Major (3rd Movement)

Beethoven: Piano Sonata No. 8 in C Minor Op. 13, 'Pathétique' (1st Movement)

Area of Study 2 - Vocal Music

Purcell: 'Music for a While'

Freddie Mercury: 'Killer Queen' (from the Queen album Sheer Heart Attack)

Area of Study 3 - Music for Stage and Screen

Stephen Schwartz: 'Defying Gravity' (from the musical *Wicked*)

John Williams: 'Main Title'/'Rebel Blockade Runner' (from *Star Wars: Episode IV - A New Hope*)

Area of Study 4 - Fusions

Afro Celt Sound System: 'Release' (from the album *Volume 2: Release*)

'Samba Em Preludio', performed by Esperanza Spalding (from the album *Esperanza*)

You will be asked:

Questions on the set works that we have covered so far.

You need to revise the musical elements of each piece: Melody, Rhythm, Texture, Instrumentation, Genre, Harmony, Tonality and Structure

Use your scores and the notes in your books to revise from.

Also, familiarise yourself with the sample paper questions that we have done in class so that you recognise the ways the questions are set out.

Look on google classroom for other revision resources.

Remember - writing something for every question is better than leaving blank spaces!

PE

Paper Length - 1 hour 30 minutes

OCR PE paper 1 - Physical factors affecting performance

Assessment Objective (AO)	Description	Relevant Command Words
AO1	demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	label, identify, define, give, state, recall, link which.
AO2	apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	identify, discuss, evaluate, assess, describe, apply.
AO3	analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	analyse, evaluate, compare, assess, explain.
AO4	demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.	analyse, evaluate, compare, assess, explain.

I.1a - The structure and function of the skeletal system

Label the major bones of the body (19 bones)
State and describe the 6 functions of the skeletal system e.g. protection - ribs protects lungs during a rugby tackle
State the definition of the synovial joint and name the two types of joints.
Identify where these joints are in the body and their articulating bones e.g. elbow - humerus, radius, ulnar
State the types of movement at the hinge and ball and socket joints and apply them to examples from physical activity/sport e.g. elbow - Flexion and extension - bicep curl
State the role of the ligament, cartilage and tendon and describe their function.

I.1.b The structure and function of the muscular system

State the name and location of the major muscle groups of the body (need to know 11)
Using examples from physical activity/sport describe how the muscles are used
Describe how antagonistic pairs work to create muscle movement and apply to an example from physical activity/sport
Define the agonist, antagonist and fixator and describe the role of each using example from physical activity/sport.

I.1.c Movement analysis

State the 3 different lever class systems (1st, 2nd and 3rd class) and link to their use in physical activity and sport.
Describe the components of each lever system.
Explain the mechanical advantage of each of the levers and related movements.
Describe the different planes of movement (frontal, transverse and sagittal) in the body and apply to physical activity and sport.
State the location of the axes of rotation (frontal, transverse and longitudinal) in the body and apply to physical activity and sport.

I.1.d The cardiovascular system

Describe the double-circulatory system (Systematic and pulmonary)
State the 3 types of blood vessel (Arteries, capillaries and veins) and describe their function
Describe the role of red blood cells in the body
Label the features of the cardiovascular system and describe the pathway of blood through the heart
Define Heart rate, stroke volume and cardiac output and evaluate the impact of exercise on each of them

I.1.d The Respiratory system

Describe the pathway that air travels through the respiratory system?
Describe the role of the respiratory muscles when breathing?
Define the following terms: <ul style="list-style-type: none">- Minute ventilation breathing rate- Tidal volume
Explain the process of gaseous exchange in the alveoli of the lungs?
Define aerobic and anaerobic exercise and give sporting examples
Give practical examples of aerobic and anaerobic activities in relation to intensity and duration

I.1.e The short term effects of exercise on the body systems

Name the 10 short term effects of exercise on the body systems: e.g. increased heart rate, stroke volume, cardiac output
Explain the short term effects of exercise on the body systems
Apply the short term effects of exercise to example from physical activity/sport
Collect and interpret data to analyse the short term effects of exercise on the body systems. For example, measure your heart rate before, during and after exercise, plot data on a graph and analyse why these changes occur
State the 13 long term effects of exercise on the body systems, e.g. the hypertrophy of muscle
Explain the long term effects of exercise on the body systems
Give sporting/physical activity examples of the long term effects of exercise
Collect and interpret data to analyse the long term effects of exercise on the body systems. For example, measure your breathing rate during and after exercise during week 1 and week 6 of an exercise programme. Analyse why any of these changes have occurred

I.2a Components of fitness

State and define the 10 components of fitness, e.g. Cardiovascular stamina/endurance
Apply each component of fitness to a physical activity/sport
State the suitable test for each component of fitness (see spec for all tests for example, multi-stage fitness test for cardiovascular endurance/stamina)
Analyse the data relating to each component of fitness and evaluate results

I.2a Applying the principles of training

Define the principles of training (specificity, overload, progression and reversibility) and
Apply the principles of training (specificity, overload, progression and reversibility) to a personal exercise/training programme
Define the elements of FITT (Frequency, intensity, time, type)
Apply the FITT principle (Frequency, intensity, time, type) to a personal exercise/training programme
Define and give examples of different types of training: - continuous - fartlek -interval (circuit training, weight training, plyometrics and HIIT/High intensity interval training)
Recall the 5 key components of a warm up and apply examples e.g. Pulse raiser
Explain the physical benefits of a warm up (7 benefits - e.g. increases blood flow and oxygen to muscles)
Recall the 2 key components of a warm up and apply examples
Explain the physical benefits of a cool down (8 benefits - e.g. gradually lowers heart rate)

I.3.c Preventing injury in physical activity and training

Be able to Identify 5 examples of how the risk of injury can be minimised in physical activity/sport
e.g. correct clothing/footwear

Using examples, explain the potential hazards in 5 physical activity/sport settings
e.g. sports hall

Paper Length - 1 hour 45 minutes**Topics which will be covered**

Religious attitudes to matters of life

For this topic students need to have a clear understanding of Christian and Buddhist views on the following:

- Surrogacy
- Human engineering
- Cloning
- Fertility treatment

Relationships and Families

For this topic students need to have a clear understanding of Christian and Buddhist views on the following:

- Sexuality
- Family life
- Marriage
- Homosexuality
- Divorce

Religious Beliefs and Teachings: Christianity and Buddhism

For this topic students need to understand the following:

- Nature of God
- Jesus - Crucifixion and Resurrection
- Judgement
- Buddha
- Life after death
- Three Universal Truths

Religious Practices: Christianity and Buddhism

For this topic students need to understand the following:

- Church in the local community
- Eucharist
- Street Pastors
- Prayer
- Festivals
- Five Moral Precepts
- Buddhist Worship

Resistant Materials

Paper Length - 1 hour 30 minutes

Topics which will be covered	Details
Materials (wood , metal, plastic)	Material finishes, properties, forces, forming techniques, manufacturing techniques, construction preparation techniques
Renewable energy	Kyoto protocol, forms of renewable energy
ICT, CAD / CAM	Epos Systems, manufacturing techniques, effects on society
Designing	Specification points, design ideas, evaluations
Tools & Equipment	Names and uses

Science, including Biology, Chemistry, Physics and Combined Science

Combined Science

Students will sit **4 papers**.

The exams will cover all units studied so far in year 9 and year 10. (See following pages for titles of individual units)

For a breakdown of the revision topics and resources please click [HERE](#)

Biology (Separate Sciences)

Students will sit **1 paper**.

The exams will cover all units studied so far in year 9 and year 10:

- B1 You and Your Genes
- B2 Keeping Healthy
- B3 Living Together- Food and Ecosystems

For a breakdown of the revision topics and resources please click [HERE](#)

Chemistry (Separate Sciences)

Students will sit **1 paper**.

The exams will cover all units studied so far in year 9 and year 10:

- C1 Air and Water
- C2 Chemical Patterns
- C3 Chemicals of the Natural Environment

For a breakdown of the revision topics and resources please click [HERE](#)

Physics (Separate Sciences)

Students will sit **1 paper**.

The exams will cover all units studied so far in year 9 and year 10:

- P1 Radiation and Waves
- P2 Sustainable Energy
- P3 Electric Circuits

For a breakdown of the revision topics and resources please click [HERE](#)

All Science Students

It is important to note that you will be assessed on the following assessment objectives:

AO1: Demonstrate knowledge and understanding of...

- *Scientific ideas/scientific techniques and procedures*

AO2: Apply knowledge and understanding of...

- *Scientific ideas/scientific enquiry, techniques and procedures*

AO3: Analyse information and ideas to...

- *Interpret and evaluate data/make judgements and draw conclusions/develop and improve experimental procedures*

Sociology

Paper Length - 1 hour 30 minutes

Unit 1 – Topic 1 Studying Society

Key terms and concepts
How is the sociological approach different from the biological, psychological and journalistic approach?
What are social structures, social processes and social issues?
How do we develop as individuals and become part of society?
What is culture?
What are values, norms, status and roles?
What is socialisation?
What is primary and secondary socialisation?
How are we socialised into gender roles?
What is social control and how do agencies of social control work?
What is ethnicity?
What is social class?
What are the differences between consensus and conflict approaches to sociology?
How do sociologists carry out research?
What is quantitative and qualitative data?

What do validity, reliability and representativeness mean in sociological research?
What is a hypothesis?
What are the advantages and disadvantages of using experiments?
What is the Hawthorne effect?
What different types of questionnaires can be used?
What are the advantages and disadvantages of using questionnaires?
What different types of interviews can be used?
What are the advantages and disadvantages of using interviews?
What different types of observation techniques can be used?
What are the advantages and disadvantages of using observation techniques?
What are the advantages and disadvantages of longitudinal studies?
What different types of secondary data can be used?
What are the advantages and disadvantages of using secondary data?
What different types of sample can sociologists use?
What ethical issues do sociologists need to be aware of?
How is sociology useful in making and implementing policies in areas such as education, welfare and criminal justice?

Topic 2 – Education

What is the role of education in modern Britain?
What are the roles of education in society?
How do different sociological perspectives view education?
What is the hidden curriculum?
How successful have educational reforms been in reducing inequality?
How did the Grammar School system introduced in 1944 work?
How did the Comprehensive system introduced in 1965 work?
What were the main changes introduced by the 1988 Education Act?
What changes have New Labour made to the Education system?
What is the structure of the British education system today?
What is school factors affect educational achievement
How does the hidden curriculum work?
What impact do streaming and setting have?
What are labelling and the self-fulfilling prophecy?
How do subcultures affect achievement?
How does social class affect educational achievement
What impact does home environment have on achievement?

What is cultural capital?

How might teachers label working class pupils?

What impact could the rising cost of higher education have on working class students?

What impact does home environment have on achievement?

What is cultural capital?

How might teachers label working class pupils?

What impact could the rising cost of higher education have on working class students?

How does gender affect educational achievement

Why have girls done better than boys in education in the last 20 years?

Why have boys done worse than girls in education over the last 20 years?

Why do boys and girls pick different subjects in school?

How does ethnicity affect educational achievement?

Why do some ethnic groups do better in education than others?

Why might cultural differences explain these different levels of achievement?

What in school factors could lead to students from ethnic minorities doing less well?

What are contemporary issues relating to education?

Why is education a political issue?

What criticisms have been made of recent government education reforms?

What debates are there around faith schools, testing special needs and alternative forms of provision as a social issue?

Topic 3 – Families

What types of family are there?

What is a family?

What are nuclear, extended, lone, same sex, reconstituted and empty nest families?

Why is there a greater diversity of families in Britain today?

What are the different sociological viewpoints on the family?

Is the nuclear family typical of families in modern Britain?

What are functionalist views on the family?

What are New Right views on the family?

What do sociologists mean by the dark side of the family?

Why do feminists believe the nuclear family is unfair on women?

What are the different roles people play in the family?

What is the division of labour?

What are conjugal roles?

What is the symmetrical family?

Does the New Man exist?
What role do grandparents play in families?
What role do children play in families?
How have children's role in the family changed in the last 50 years?
Why have men and women's roles in the family changed in the last 50 years?
How has life course changed over the last 50 years?
How has life expectancy changed?
How have patterns of fertility changed?
What impact will an ageing population have on the country?
How has the family changed over the last 50 years?
Why has marriage declined?
Why has cohabitation increased?
Why have births outside of marriage increased?
What are the effects of divorce?
What are the arguments in favour of lone parent families?
What are the arguments against lone parent families?
What are contemporary issues relating to families

What debates are there around the quality of parenting as a social issue?

What debates are there around the care of the disabled and elderly as a social issue?

What debates are there around the relationship between teenagers and adults as a social issue?